

# Learner Pack

# Module 1

## Perceptions of Young People



### Activity 1

What words would you use to describe teenagers?

Write down the first five words that come into your head – try to be honest!

1. ....
2. ....
3. ....
4. ....
5. ....

From looking at the Word Cloud:

What negative words stand out to you?

What positive words stand out to you?

Think about the five words you chose:

- Did you select more negative or positive words?
- Are the words you chose represented bigger or smaller on the word cloud (meaning other people also chose them or not)?
- Can you think about why you chose these particular words?  
What did you mean by choosing them if they are negative or positive?

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### Activity 2

Rank the seven sources listed on the web page based on how much you think they influence your perceptions of young people


# Module 1

## Perceptions of Young People



### Activity 3

Make some notes here about the films showing young people's experiences of visiting cultural or heritage venues. Use the prompts on the web page to guide your notes

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### Summing up



Spend some time reflecting on what you have learnt today and how you could put this into action in your venue.

- How are you going to share your learning with your colleagues? Your visitors?
- Did you have any lightbulb moments?
- Write down one small thing you are going to do as a result of this module
- Write one bigger thing you are going to do as a result of this module

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# Module 2

## Written and Unwritten Rules



### Activity 1: Different types of rules

Thinking about your building would you say your written rules are:

- Mostly colour coded
- Mostly text-based rules
- Mostly symbols
- A mixture of all 3

Do you think this is the most effective way of communicating your rules to visitors?

Is there anything your venue could be doing better?

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### Activity 2: What do the rules look like in your museum venue?

Please complete the table below.

What is the rule? And where is it situated? (Don't forget all the spaces they may visit for example the welcome desk the shop, café, cloakrooms and gallery/performance spaces)	How is it communicated? (colour coded/ symbol/text based)	Where is the rule and is it accessible to all visitors?	Reason for the rule and is this explained to the visitor?	How is the rule enforced?

# Module 2

## Written and Unwritten Rules



### Activity 3 - Activity: Interrogating your rules and their meaning



Having completed activity 3 please refer to your template. Can you identify any rules that fall into any of the two categories we have looked at? If so, please highlight them.

Are there any that can be –rewritten so they communicate a more positive message and perhaps include a reason why the rule is in place? Remember this is a good opportunity for learning and curiosity. If so please use the space below to do this.

Original Rule

New Rule

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### Consolidating your learning



Spend some time reflecting on what you have learnt today and how you could put this into action in your venue.

- How are you going to share your learning with your colleagues? Your visitors?
- Did you have any lightbulb moments?
- Write down one small thing you are going to do as a result of this module
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# Module 2

## Written and Unwritten Rules



### Unwritten rules – Intro

Having read the article about Cultural Capital and watched the Youtube film about Social Capital please write down any reflections or key learning here:

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### Notes



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# Module 2

## Written and Unwritten Rules



### Activity 1: New situations

Let's try and remember what it was like for us to be in a new social or cultural situation where we didn't know the expectations of our behaviour. For example, the first day at school or a new job, or visiting your very first museum, library or other venue. Somewhere where you were unfamiliar with the rhythm of the day and the expectations of behaviour.

Please spend some time thinking about the following:

1. What was the situation?

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2. How you felt waking into that space/in that situation?

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3. Was there anything or anyone that made you feel at ease?

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4. Was there anything or anyone that made you feel anxious?

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5. What would have helped you prepare for this experience?

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# Module 2

## Written and Unwritten Rules



### Activity 2: Advice from young people

Having watched some of the films by Oldham Theatre Workshop please note down some reflections.  
For example:

- Did you hear anything that surprised you?
- Are there any suggestions from the young people that you can implement now or in the future?

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### Activity 3: Interrogating your unwritten rules and their meaning

Please fill in the table below.

Please list all the unwritten rules in your venue.	Why is the rule in place?	How is the visitor expected to know this rule?

Are there any rules that...

- Presume the visitor has been to a venue like this before?
- Are there any that don't create a positive visitor experience?
- Are there any that aren't consistent across the staff team or organisation?

Now imagine a young person visiting you for the very first time, with no knowledge or experience of your venue, or a similar venue. Think about how you might help them navigate the unwritten rules of your venue. Think about the language you and your colleagues use, whose role it is to lead this work and how you can make them feel welcome.

Please use the space below to write down any ideas and share them with your colleagues.

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# Module 2

## Written and Unwritten Rules



### Consolidating your learning



Please spend some time thinking about the following:

- How are you going to share your learning with your colleagues? Your visitors?
- Did you have any lightbulb moments?
- Write down 1 small thing you are going to do as a result of this module?
- Write 1 one bigger thing you are going to do as a result of this module?

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### Notes



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# Module 3

## Interactions with Young People



### Activity 1: Different types of rules

Think back to your teenage self and identify a situation when you were stopped from doing something. Please write or draw this situation out in the comic strip below, detailing:

- What were you stopped from doing?
- How were you stopped from doing it?
- How did this make you feel?
- Were you able to discuss the reasons why you were stopped from doing it?

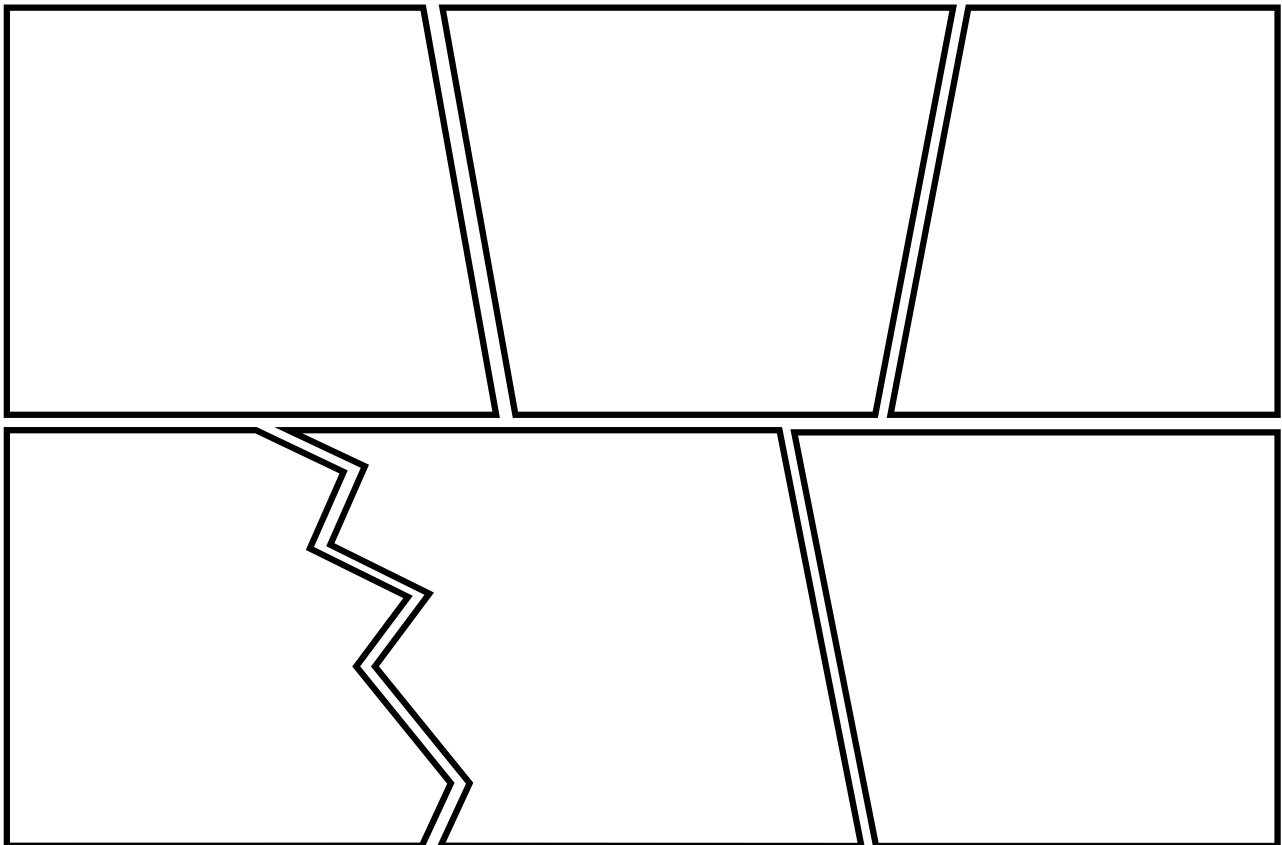
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# Module 3

## Interactions with Young People



### Activity 1: Our Younger Selves

Now we are going to flip it. Using the prompts below think about a situation, when someone supported you to do something.

Please write or draw this situation out in the comic strip below

- What was said or done that made it a positive experience?
- What was said or done that made it a positive experience?
- How would you describe the barriers and enablers in both these situations?

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# Module 3

## Interactions with Young People



### Activity 2 – sliding door moments

Title of film one

- What advice would you give a member of staff which would lead to a more positive outcome?

Title of film two

- What advice would you give a member of staff which would lead to a more positive outcome?

Title of film two

- What advice would you give a member of staff which would lead to a more positive outcome?

In the space below please note down any key learning from these films. These might be sentences or phrases you heard or ways to approach a difficult conversation about the rules of your venue.

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# Module 3

## Interactions with Young People



### Activity 3

In the spaces below please write down any 'sliding doors moments' that have happened in your workplace involving a young person that ended with a **negative** outcome

What happened?

What were the barriers?

Having watched the films what could you or your colleagues do differently?

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In the space below please write down any 'sliding doors moments' that have happened in your workplace involving a young person that ended with a **positive** outcome

What happened?

What were the barriers?

Having watched the films what could you or your colleagues do differently?

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# Module 3

## Interactions with Young People



### Consolidating your learning



Please spend some time thinking about the following:

- How are you going to share your learning with your colleagues? Your visitors?
- Did you have any lightbulb moments?
- Write down one small thing you are going to do as a result of this module
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# Module 4

## The Teenage Brain



### Activity 1

When was the first time you went to a cultural or heritage venue independently – not on a school trip or taken there by someone older than you?

Draw a quick sketch or write a short description of what you remember about the visit.

Now sketch or make notes about a time you have observed young people in the venue where you work.

# Module 4

## The Teenage Brain



### Activity 2

Make some notes about the video of young people explaining the parts of the human brain and how it relates to the examples you have given in the previous exercise. What part of the brain may have influenced your behaviour, or the behaviour of the young people you observed, in each scenario? Why might this have meant the young people felt and behaved in a way that was different to what we might expect from older people?

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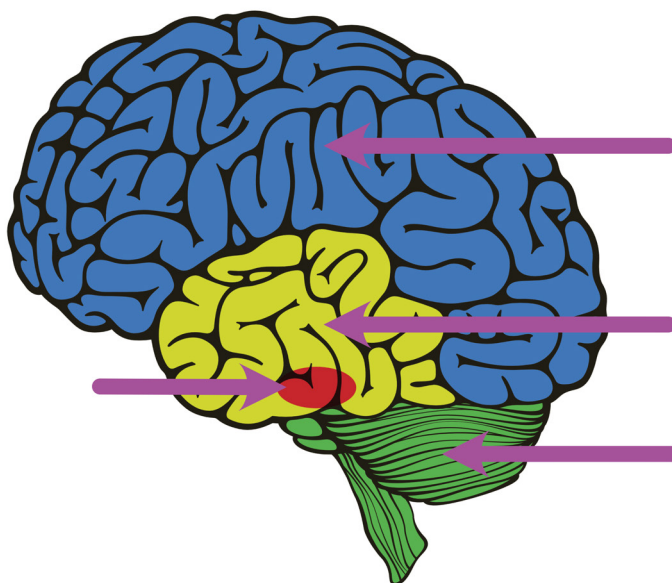
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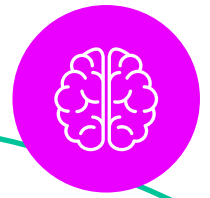
### Activity 3 - Brain parts (Triune brain model)





# Module 4

## The Teenage Brain



### Activity 4

Make some notes about what you would say to a colleague who has negative opinions or has had negative experiences of young people being at your venue. Use what you have learned in this module to explain their past experiences and show why it is important to welcome young people in your space.

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### Summing up



Spend some time reflecting on what you have learnt today and how you could put this into action in your venue.

- How are you going to share your learning with your colleagues? Your visitors?
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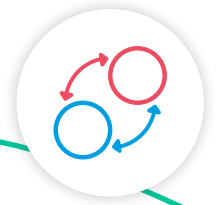
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# Module 5

## Red Zone / Blue Zone



### Activity 1



Make some notes about a time when you experienced being in the Red Zone

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Make some notes about a time when you experienced being in the Blue Zone

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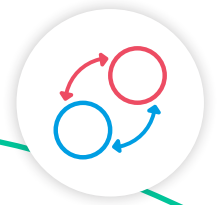
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# Module 5

## Red Zone / Blue Zone



### Activity 2

Our Red and Blue Zones can be triggered by a range of different feelings and situations.

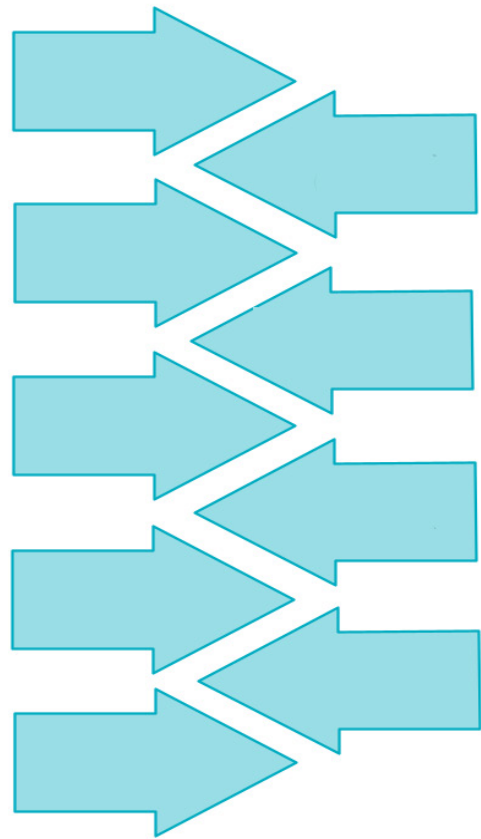
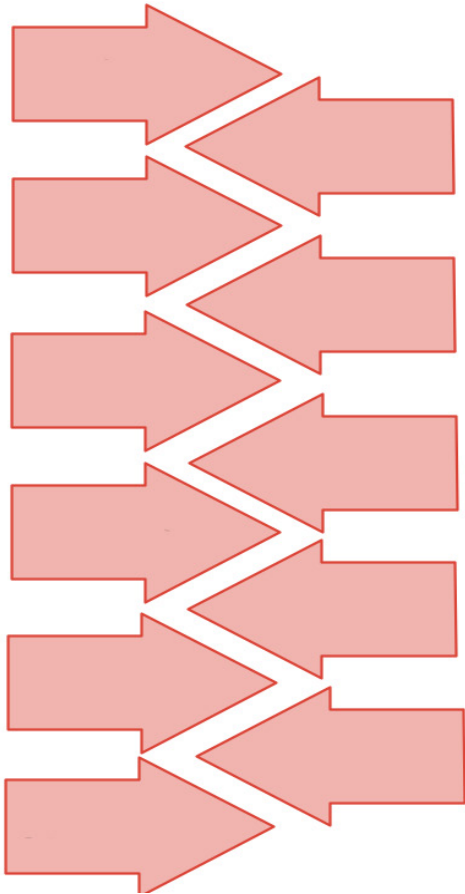
Sort these examples into Red and Blue Zones;

Unfairness/Belonging/Clarity & certainty/Being listened to/Guilt/Not being listened to/

Unconditional respect/Generosity/Uncertainty/Lack of control/Fear & anxiety/ Safety/Rejection or

being left/Being told what to do/Being judged/Sarcasm/Authentic & focused attention/Trusted/

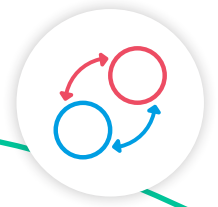
Believed in/Imagined loss



Trigger	Red/Blue Zone	When I have felt/observed this

# Module 5

## Red Zone / Blue Zone



### Activity 3

Choose a space in your venue to focus on: .....

5 things that are engaging / put visitors into their Blue Zone:

1. ....
2. ....
3. ....
4. ....
5. ....

5 things that are enraging / put visitors into their Red Zone:

1. ....
2. ....
3. ....
4. ....
5. ....

### Summing up



Spend some time reflecting on what you have learnt today and how you could put this into action in your venue.

- How are you going to share your learning with your colleagues? Your visitors?
- Did you have any lightbulb moments?
- Write down one small thing you are going to do as a result of this module
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# Module 6

## Mapping Your Venue



### Activity 1



### Activity 2

Draw and label a map of your young person's visit to your venue:

# Module 6

## Mapping Your Venue



### Activity 3

Barriers that cannot be changed	Barriers that would be difficult to change	Barriers that could be changed by me/colleagues

### Activity 4

Barriers that could be changed by me/colleagues:

Barrier	What could be changed?	What resources would you need to do this?	Who else would you need to involve?	What is the first thing you would need to do? When will you do this?

# Module 6

## Mapping Your Venue



### Activity 4

Barriers that would be difficult to change:

Barriers that cannot be changed	What ideas do you have about changes that could be made?	Who could you talk to about this?

Actions I plan to take in the near future having completed this course:

1. ....
2. ....
3. ....

Actions I plan to take longer term:

1. ....
2. ....
3. ....

Actions I will encourage others to take:

1. ....
2. ....
3. ....